



Promising Practice Capture Sheet

School: Sevier County

District: Sevier County School System

Practice: Collaborative effort of Math Strategies system wide at the high school level

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Rural Suburban Urban

Region: East

Name

Title

Email / Phone

Connection to Strategic Plan:

Goals:	Top Half of States on NAEP – 4th and 8th Grade Math and ELA	State Average of 21 Composite ACT	55% of the class of 2020 obtains postsecondary credential
How best practice addresses:		In addressing the need for math remediation within the Sevier County industry and business community, CTE teachers have been working collaboratively with counselors, academic teachers, economic development staff, and local stakeholders in developing two math lesson plans each semester. These lessons are tied to specific skill sets needed by employers. Professional development activities have been focused on increasing the percentage of students who concentrate in CTE meeting the act benchmark by 3% as well as meeting the math requirements deemed necessary for gainful employment.	

Priority Areas:	Early Foundations	Empower Districts	Support Educators	High School Bridge to Postsecondary	All Means All
How best practice applies:			Collaborative activities thus allows CTE teachers to explore and create math strategies for content implementation with each program area of study.		

Practices:

- Culture Instructional Training/PD
- Accountability Programmatic Policy Change
- Funding Other:

Project Specific Indicators:

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Results:

- Increased student achievement results
- ACT TNReady/EOC/TVAAS NIC EPS
- Decreased remediation and/or subgroup gaps
- Increased student readiness results (non-academic)
- Increased partnerships / alignment
- Increased participation / program growth

The Challenge:

To bridge the gap for lower achieving students between math success and failure within the academic setting as it relates to the career opportunities within local industry and business. This is done by collaboratively developing math lessons tied to specific needs and skill sets.

The Vision:

Students graduating from Sevier County Schools will have the math skills in place to academically succeed as well as enter the workforce as a value to local employers.

Action Steps Taken / Summary of To-Do's:

Lessons Learned: *Include advice on start-up and sustainability*

<ul style="list-style-type: none"> • Formation of a local task force concentrated on economic development opportunities tied directly to the hiring of math ready students • Professional development centered on the creation of math lessons specifically targeting skill set areas of focus • Increased strategies targeting performance levels within the CTE classroom 	<ul style="list-style-type: none"> • Collaboration is an opportunity for blended creativity within all stakeholder environments • In order to sustain the buy in and commitment from all stakeholders, imaginative activities are strongly encouraged such as our spring professional development scavenger hunt • Embrace thinking outside the box critically and creatively.
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Communications:

Communications are essential and include electronic measures but MUST include face time between teachers, counselors, and industry leaders.

Stakeholder Management:

CTE teachers, counselors, academic teachers, administration and industry leaders.

Metrics & Measurements:

Baseline Data	Progress to Date	Goals
<p>This is an ongoing endeavor which will be measured over a three year period specifically the math ACT composite at the local school level and state level in which a 3% gain is being strived for.</p>	<p>There has been a concerted effort within our CTE family to make this a success for our schools, community and students via observed collaborative planning and implementation.</p>	<p>To increase math awareness and skill sets required by business and industry locally, as well as increase the math benchmark scores.</p>

Resources:

- **Rutherford, P., Just Ask Publications {2002} Why I didn't Learn This in College**